

# ESSA

## School Improvement & Supports

### September 21-22, 2016



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"He's exceeding at meeting expectations  
for needing improvement."





"Trust me, whales are mammals. They're not just 'trying to be difficult.'"



# Idaho State Department of Education Strategic Plan

The SDE is guided by the following:

- |                         |  |
|-------------------------|--|
| #1 Perseverance         | All Idaho students persevere in life and are ready for college and careers                           |
| #2 Mutually Responsible | All education stakeholders in Idaho are mutually responsible for accountability and student progress |
| #3 Attract and Retain   | Idaho attracts and retains great teachers and leaders  |



# **SEC. 1001. Ø20 U.S.C. 6301 PURPOSE.**

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.



# School Improvement

The purpose of School Improvement Planning is to improve the quality teaching and learning in Idaho schools and districts.

School Improvement Plans provide:

- ❖ The framework for analyzing problems;
- ❖ Identifying underlying causes; and
- ❖ Addressing instructional issues in a school or district that has not made sufficient progress in student achievement.



# Highlights: What's New and Different?

- ❖ No School Improvement Grant (SIG) program
- ❖ School Identification
  - Comprehensive support and improvement (CSI) schools
    - Lowest 5%, High schools w/ less than 67% grad rate, one or more consistently underperforming subgroups over a number of years
  - Targeted support and improvement (TSI) schools – one or more low-performing sub-groups
- ❖ Evidence-based interventions required
- ❖ LEA resource allocation review and technical assistance to those districts
- ❖ After a state-determined period of years (not to exceed 4), the state takes a “more rigorous state determined action”.



# No More SIG program...almost

School Improvement Grant (SIG) is going away,  
(this is 1003(g) money)

So are priority and focus schools.

Exception-

Priority schools who currently have a School Improvement Grant;  
priority schools who are in their 1<sup>st</sup>-4<sup>th</sup> year of implementation; and  
priority schools who are continuing to implement their School  
Improvement Grant plan, can apply for a SIG continuation award.





# School Improvement funds 1003(a)

School Improvement funds are still continuing.  
(this is 1003(a) money)



# How is my school identified for school improvement?

Any school will be identified for school improvement if it misses one or more targets on the 2015-2016 ISAT.

## Legend

- ✓ = Met Target
- ⊙ = Met Target via Safe Harbor
- ✗ = Missed Target
- \*\*\* = Masked per State Law or Statistical Irrelevance

ELA	District 2013-2014		Baseline	District 2014-2015		State 2014-2015	
	% Adv/Prof	% Part		% Adv/Prof	% Part	% Adv/Prof	% Part
	Target				95.0 %		95.0 %
All Students	***	***	52.1 %	✓ 58.4 %	✓ 98.9 %	✓ 52.1 %	✓ 97.8 %
Black / African American	***	***	31.2 %	✗ 19.6 %	***	✓ 31.2 %	✓ 97.4 %
Asian or Pacific Islander	***	***	64.6 %	⊙ 64.1 %	***	✓ 64.6 %	✓ 98.5 %
American Indian or Alaskan Native	***	***	28.4 %	✓ 41.4 %	***	✓ 28.4 %	✓ 98.0 %
Hispanic or Latino	***	***	32.2 %	✓ 34.2 %	✓ 99.0 %	✓ 32.2 %	✓ 98.9 %
Native Hawaiian / Other Pacific Islander	***	***	46.9 %	✓ 56.4 %	***	✓ 46.9 %	✓ 96.4 %
White	***	***	56.9 %	✓ 63.3 %	✓ 98.9 %	✓ 56.9 %	✓ 97.5 %
LEP	***	***	6.5 %	⊙ 5.6 %	✓ 98.5 %	✓ 6.5 %	✓ 98.2 %



# Other School Improvement Identifications

- States must identify certain schools for **comprehensive support and improvement** once every three years beginning with school year 2017-2018.
- States must identify schools for **targeted support and improvement** annually.
- States must identify schools for **additional targeted support and improvement** once every three years.



# COMPREHENSIVE SUPPORT & IMPROVEMENT

- States must identify certain schools for **comprehensive support and improvement** once every three years beginning with the 2017-2018 school year: (exception: identification of schools with chronically low-performing subgroups are not required until the 2018-2019 school year)
  - **Lowest-Performing**
    - Bottom 5% of Title I schools, based on the summative rating
  - **Low High School Graduation Rate**
    - High schools with graduation rates below 67% for all students based on the four year-adjusted cohort graduate rate; and
  - **Chronically Low-Performing Subgroups**
    - Title I schools with chronically low-performing subgroups that do not improve after receiving “additional targeted support”



# TARGETED SUPPORT & IMPROVEMENT

- States must identify schools for **targeted support and improvement**
  - Title I schools with a **consistently underperforming subgroup**, as defined by the State, identified annually
- The law provides **suggested definitions of “consistently underperforming”** but allows flexibility for states to propose their own definitions within key guardrails:
  - Must look at each individual subgroup to determine if that group is consistently underperforming.
  - Must ensure that schools with a subgroup underperforming for two years or more are identified.
  - Must be based on the state’s indicators.



# Services & Support

This year, Idaho is considering awarding **school improvement grants** as **formula based** sub-grants through the CFSGA, to local educational agencies (LEAs) that demonstrate the greatest need for the funds AND the strongest commitment to use the funds to provide adequate resources in order to raise substantially, the achievement of students in their lowest-performing schools.

## ❖ school improvement grants

- 1003(a) funds
  - Awarded to districts as flow through funds
  - Used to fund direct services and supports



# Direct Services Provided to Districts and Schools

- Idaho Building Capacity Project (IBC)
- Idaho Principals Network (IPN)
- Idaho Superintendents Network (ISN)
- Idaho Principal Mentoring Project (IPMP)
- Northwest RISE



# Idaho Building Capacity

- Highly distinguished educators trained by the State to assist school and district leaders
- Capacity Builders (CBs) are assigned to all participating schools and districts within the IBC network.
- CBs coach leaders and leadership teams through the steps of improvement with weekly on-site coaching
- Capacity Builders are provided with a toolkit of school improvement resources and, in partnership with school and district leaders, help create and implement a customized school improvement plan





# Idaho Principals Network

- The IPN is a professional learning community structured for building level administration
- The IPN provides a learning environment focused on increasing the effectiveness that directly relates to instructional leadership, managing change, and improving the overall effectiveness of the Instructional Core
- Strands of study may include: evaluating leadership frameworks, instructional rounds and classroom observations, implementing professional growth plans based on self-evaluations



# Idaho Superintendents Network

- The ISN supports the work of district leaders in improving outcomes for all students by focusing on the quality of instruction
- The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning
- Topics for discussion may include: improved outcomes for students, working with stakeholders, transforming district central offices for learning improvements, analyzing teaching and learning, and the moral purpose of leadership



# Idaho Principal Mentoring Project

- The IPMP is designed to support and assist early career principals who are in their first and second year.
- Principals participate in face-to-face and phone mentoring, as well as professional development institutes in Boise.
- Mentors will make quarterly site visits and bi-monthly phone calls.
- The confidential relationship will focus on individualized professional goal setting and information learned at the institutes.



# Northwest RISE

- The Northwest Rural Innovation and Student Engagement (NW RISE) Network aims to connect educators in small, rural schools so they can collaborate with colleagues who teach the same subjects and struggle with the same challenges.
- The network convenes teachers and leaders from some of the Northwest's most isolated and remote communities to learn from each other, share strategies to meet their unique challenges, and spread best practices of the region's rural schools.



# School Improvement Website

<http://www.sde.idaho.gov/federal-programs/sis/>

- District and School Improvement
- School Improvement Grant 1003(a)
- Idaho Building Capacity (IBC)
- Idaho Principals Network (IPN)
- Idaho Superintendents Network (ISN)
- Idaho Principal Mentoring Project (IPMP)
- Northwest RISE



# New School Improvement Grant Application Online

- Currently school improvement grants are completed through a word document and submitted electronically through email.
- January 2017, school improvement grant applications to be completed through the CFSGA. (Hopefully...)



# Questions?



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